

De Anza College: Spring 2023 (8-unit course)

LART250 (Academic Readings and Writing) + EWRT 1A(Composition and Reading)

Professor Vivian Bejarin (She/Her)

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EWRT1A 01QD 48241
LART 250 01QD 48242

Office hours

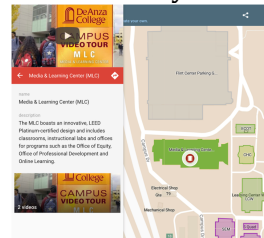
Tuesdays at the Office of Equity: MLC 250

from 1 pm to 2 pm

or

by appointment via Zoom (based on your schedule)

Meets once a week on Tuesdays In Media Learning Center



(MLC)

Tuesdays from 10:30:pm -12:20 pm Face-to-face in MLC111
Other days – Online through CANVAS

About me

I was a college student here myself back in the day, so I know what it's like to take a fast-paced class here. I am a San Jose resident and a De Anza transfer alumna; I graduated from SJSU with a Masters in Communication Studies and a Bachelors in Journalism and Mass Communications. As a college student, I was a part-time English tutor at SJSU for 7 years; this work experience is what helped me land this job. The one aspect I love about teaching is spending the extra time to provide really good, critical feedback on writing assignments. It is a lot of work, but some students have said they appreciate it.

One aspect of my identity that is hidden is that I am an identical twin; unfortunately, my sister was still-born, so I grew up an only child. I am the daughter of two Filipinx immigrants. My father migrated from the Philippines to find his older brother, who was working as a farm worker throughout California. He landed in "America" when he reached Seattle, Washington in 1930. He found some friends from his hometown in the Philippines and asked where his brother was. Within a few days, he and his friends drove to Los Angeles, California to connect my dad to one of his first cousins. With no phones and just by word-of-mouth, my dad found his brother. My dad settled in Southern California, working odd jobs until he reunited with his brother and eventually met my mom later in life.

My mother migrated from the Philippines as the first in her family to work as an Overseas Filipino Worker. She worked as a midwife in Germany for 3 years; she was introduced to my dad when she came to the US with her best friend on a visitor's visa in the early 1970s. My mom and dad arranged to get married soon after. My mom finished another 1-year contract in Germany as an Overseas Filipino Worker until her petition was approved. She finally settled in Los Angeles with my dad.. My dad died when I was still a toddler; the story we share is that my sister was meant to go ahead of my dad, so she could meet him in the afterlife. My mom moved us to North San Jose to connect with her cousin and her aunt, my Lola Candie. Lola Candie raised me during my elementary school years while my mom worked full time during the beginnings of what is now Silicon Valley. When I entered middle school (Ocala Middle), my mom bought a house in Eastside SJ on her own.

My mom remarried through another arranged marriage when I was in high school (Overfelt High). My mom is now in her mid 80s. She has even surpassed her second husband who passed away 8 years ago. Now, in this post-pandemic era, I make sure she is safe, happy and healthy.

Pre-COVID -19, in my spare time, I hung out with family and friends, attended local music concerts and film festivals, participated in community work, and I traveled abroad when I saved enough funds. Since I graduated,

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I've traveled to Europe, parts of Baja Mexico, parts of Canada, the Philippines, Thailand, and Indonesia. Within the US, I've only been to Los Angeles, San Diego, Las Vegas, Reno, Seattle, Hawaii, Oregon, Boston, NOLA, and Denver!

Every time I go abroad, I say "I want to live here!" However, when I return to the Bay Area, I realize a lot of the global world is already here, especially the food. My favorite comfort foods, other than homemade Filipino food, have been Poke Bowls, Pho, Lion King Sushi Rolls, Palak Paneer, Ethiopian vegetarian platters, and lots of Boba!

LART 250+EWRT 1A Student Learning Objectives: We expect to...

EWRT 1A: (Letter grade)

- Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.
- Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives

LART 250: (P/NP)

- Demonstrate the reading and writing process and metacognitive awareness in a combined reading and writing portfolio of their strongest work.

These two courses work together to provide more practice and support, so you can become a highly skilled college reader, thinker, and writer.

The two courses are graded separately, but the assignments are completely integrated. Specific objectives include the following:

- | | |
|--|---|
| <ul style="list-style-type: none">• Learn to write description and analysis• Connect, reflect, and dialogue about readings• Journal growth as a critical thinker, reader, and writer• Learn to support personal views with credible, academic, peer-edited library sources. | <ul style="list-style-type: none">• Collaborate in a classroom community, developing deeper relationships and making friends• Transition into the identity of a college student• Practice crafting structured outlines before writing all-encompassing essays• Practice writing lengthy, thought-provoking research essays based on one's own viewpoint. |
|--|---|

Required Text

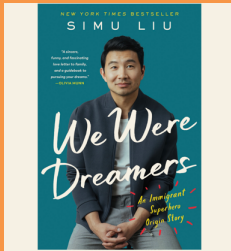
Optional text

In terms of your first out-of-class essay, the book you will be reading will be loaned to you for the first part of this course. Thus, you will not need to purchase the book. However, if you wish to gift the copy to yourself or someone else after reading it, then you will be able to purchase a copy directly from the author when he visits our class!

Here's a video [about the author](#)

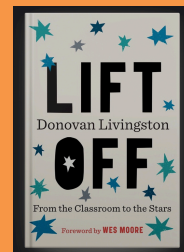
In terms of your second out-of class essay, you will need to purchase the book below; read and annotate Chapters 9 to 25.

Liu,, Simu. [*We Were Dreamers: An Immigrant Superhero Origin Story*](#). Harper Collins, 2022.



Livingston, Donovan. "Lift off: From the Classroom to the stars." *Harvard Graduate School of Education*, 25 May 2016, <https://www.gse.harvard.edu/news/16/05/lift>

Note: Click the link above to read and listen to the speech. This book is an optional to purchase. I have my own hardcopy as part of my personal library.



Other mediums will be announced or accessed through Modules in CANVAS.

Access to Microsoft Word for typing and uploading outlines, essays, and reflections (NOTE: free through Google Drive or OneDrive). Apple Pages is also accepted.

NOTE: A personal turnitin.com account will not be needed; I will upload a copy myself to my own account to check for [plagiarism](#).

Refer to Canvas under "What are the Required Essays" – 200 Required Points

- 2 out of class outlines = 10 points each
- 2 out of class analysis essays between 4-6 pages double spaced = 50 points each
- 2 timed essays of at least 4 full paragraphs double spaced = 10 points each
- 5 Bi-weekly Critical Writing Reflections for Final Cover Letter 1.5 - 2 pages double spaced = 2 points each
- Final Cover Letter = 50 points

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Portfolio Process

Your final grade in this course depends on two processes:

1. All students who satisfactorily complete the required coursework in the course will submit a portfolio of their writing for departmental assessment.
2. If the sum of your required assignments falls into the 70 percentile of the total required points (140/200), you will submit a portfolio of selected writing for review by members of the English Department at the end of the quarter. If these readers agree that your portfolio demonstrates the appropriate skills for a student who has completed this quarter of EWRT 1A, you will pass the class. If your portfolio does not demonstrate the appropriate skills, you will not pass the class.
3. My grades on your essays should be a signal of whether you are likely to pass the portfolio process, so you will definitely know if you are maintaining a level of a passing C on all required assignments. Keep in mind that, even though, extra credit points are available, these points are typically more difficult to earn than the required points.
4. If the English Department determines that you should pass, your actual final letter grade (A, B, or C) will be determined by the points you earned throughout the quarter for all the required assignments and the extra credit points you accrue from your Customized Support Activities (CSA).

HOW POINTS ARE EARNED dependent on individual effort	Required Assignments Uploaded to CANVAS File extensions Docx, doc, pages, PDF OR Shared as Google Doc using vbejarin@gmail.com	Varied additional points These points help to replace missing required points and are deadline oriented. NOTE: maybe easily attained or maybe more challenging than required assignments to attain.
(up to 200 points) A+ 201 and up) points A 180-200 B 160-179 C 140-159 D 120-139 F 119 (and below)	Outlines: 10 points Analysis essay1: 50 points Outline2: 10 points Analysis essay 2: 50 points Timed Essay1: 10 points Timed Essay2: 10 points Critical Writing Reflections Weeks 2,4,6,8,10: 10 points Reflective Cover Letter: 50 points NOTE: Late out-of-class essays are due within 3 days after official deadline. Afterwards, the essay will not be scored.	❖ Group Work: preparation for an out-of class essay or a timed essay = 3 points ❖ Individual zoom meeting or in person office time- first 10 minutes once a week) = 2 points each meeting ❖ Analytical Write-ups(1 page)(ie. based outside articles, podcasts, or videos = 5 points ❖ Participate in CSA activities (ie. Workshops) = up to 40 points (2 points per activity) ❖ Cross-Cultural Partners meet-ups: You must sign up to participate (2 points per meeting)

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Attendance

As your instructor, I'll facilitate you through the course until the end, trying to have fun along the way. The investment you put in this class will be well worth it if you "hang on through the ups and downs." Participation points are earned when one attends and engagingly participates in class activities (a combination of in-class and out-of-class activities, outlines, essays, and reflections).

How do I succeed?

You will be asked to delve deeper "than the surface" in order to process what you are learning. To "do well" in this class, you must consciously be awake and aware.

"No matter what [a person], does, every person on earth plays a central role in the history of the world. And normally [that person] doesn't know it"

(Paulo Coelho, author of *The Alchemist*).

Be mindfully present as you walk into the classroom. Eat something healthy. Drink something healthy. We are in a learning community that requires respect of yourself and respect for your community of peers as well as your professor. This class "is not an individual race to earn an A"; it is about learning--creating and fostering relationships with folks who you may know and folks who don't know you. And, it the space where you create the foundation of your identity as a "De Anza College Student."

[Format for College Essays and Outlines](#)

Page Size: US Letter

Headings: left justified (limit 4: Name, date, time, EWRT 1A)

Essays are typed/double spaced

Title (Centered and creative)

Use 12 pt, Times Roman Font

[MLA](#) in-text citations and Work Cited Page are required

Weekly Schedule

The schedule will be provided separately from syllabus through CANVAS and will be semi-structured. Even if you miss a class session (DON'T MISS a session of class!); you can find the lecture notes and assignments on CANVAS. Because learning is fluid, students must be able to "go with the flow!"

[My face-to-face lectures are not recorded](#). However, I may type updates and brief when needed and/or I may share an old video lecture within the current week, so I am flowing with your learning as a class community.

Note: When we are in the face-to-face class, there will be some reiterating of the concepts just to provide clarifications, ensuring that various skills and concepts are reinforced throughout the course. Classroom space is reserved for outline preparation, group discussions, individual check-ins, class discussions, questions and class bonding.

Instructors reserves the right to adjust the schedule as needed.

Need Help?

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[The Student Success Center](#) offers free workshops throughout the quarter. If you wish to attend any of the workshops and earn CSA credit, [here is the schedule](#).

[English Performance](#) Counselors (EPS): Leah Smith is your counselor here at De Anza.

NOTE: one counselor meeting to discuss your education plan earns two CSA points.

Writing and Reading Center
[Tutoring Schedule](#) and Each tutor
Note: a weekly one on one meeting or a drop in 30- minute meeting earns CSA credit.

[Online tutoring](#): NetTutor – Accessible through CANVAS or Smarthinking Psychological Services [Make an appointment](#)

Cathy Patel, M.S., Learning Disability Specialist. If you have an IEP or a 504, and you wish to use DSPS services, including extra time on a timed essay, please contact Cathy as soon as possible.

PatelCathy@fhda.edu
Manija Ansari, Veteran Resource Counselor:
ansarimanija@deanza.edu

De Anza has its own [Food Pantry](#)

College Behavior

Academic Honesty: “Students are expected to exercise academic honesty and integrity. Violations such as cheating and plagiarism will result in disciplinary action which may include a recommendation for dismissal.”

Plagiarisms – Copying somebody’s work either word-for-word, stealing an idea without giving credit to the original source, or not using quotations around the sentences or paragraphs taken from the internet or other written sources.

Cheating – Basically do your own work! Don’t ask others to do the work for you because it doesn’t benefit your learning.

Students with Disabilities – Students requiring special services or arrangements because of hearing, visual, or other disabilities should contact their instructor, counselor, or the [Disability Student Services Office](#).

Classroom Etiquette – Classrooms and guidelines are stipulated and discussed the first day of class; the green sheet becomes the written contract agreement between the instructor and each student. Anyone who does not adhere to

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the contract will be subject to dismissal for the remainder of the class session. Any continuous disruptions such as group arguing or fighting will result in more formal disciplinary actions as stipulated by the Standards for Student Conduct (see Catalog).